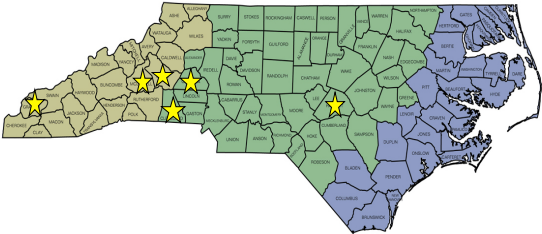


Current Pilot LEA Partners




Burke Catawba Cleveland Graham Harnett McDowell

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RTLE History



- ▶ Three year contract through the North Carolina Council on Developmental Disabilities (Year 2 ends Oct. 2015)
- ▶ In collaboration with North Carolina Department of Public Instruction



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RTLE Mission and Goals

- To change attitudes and increase expectations of administrators, teachers, families, students, and community service providers with increased opportunities and more positive outcomes with individuals with intellectual disabilities



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RTLE Objectives

- ▶ **Raising expectations** of students, families, teachers, and administrators
- ▶ Demonstrating **possibilities** of competitive employment, postsecondary education/training, and community living options **for youth with intellectual disabilities** (e.g., highlighting **success videos** and stories across NC)
- ▶ Providing teachers, families, and school districts with a **web-based resource** as a guiding **blueprint** for preparing students with intellectual disabilities with opportunities **for positive post-school outcomes**

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Achievements in Year 1 & 2

- ▶ Created active Advisory Groups in partnering LEAs made up of educators, families, administrators, service providers, and students with ID
- ▶ Developed a web-based blueprint for educators, families, and students in middle and high school (rtle.org)
- ▶ Developed and collected resources from educators, families, community agencies, and students (e.g., lesson plans and videos)
- ▶ Conducted focus groups/surveys with all LEAs to measure expectations and evaluation input for the RTLE web-based blueprint for teachers, families, and students
- ▶ Built upon existing collaboration with DPI and other community organizations to promote sustainability
- ▶ Enhanced social media efforts (RTLE YouTube channel) with collection of success videos to increase site traffic and interactivity

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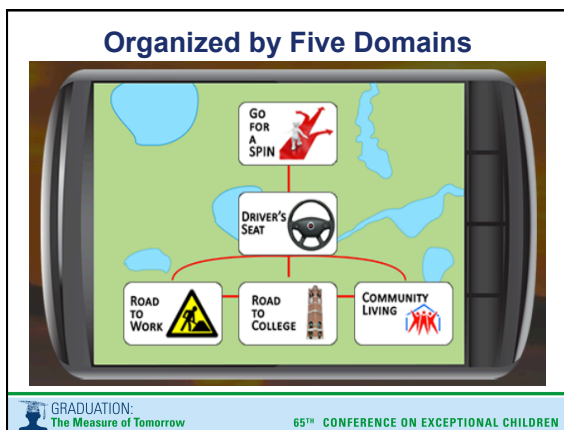
Overall Findings: Focus Groups and Surveys

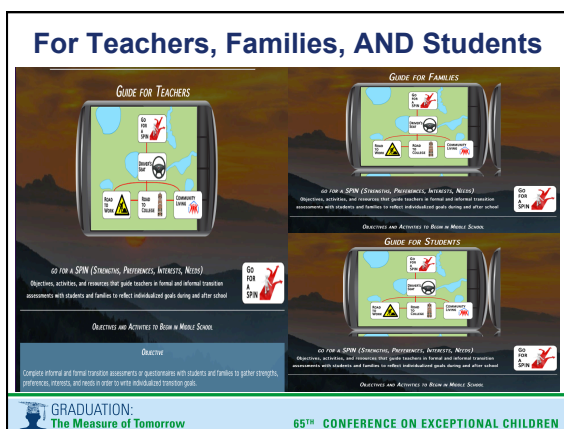
- ▶ A need for more centralized transition resources in one place connecting families, students, educators, and service providers
- ▶ Families, students, and adult service providers continue to be left out of the transition planning and goal setting process
- ▶ Staff turnover has impacted the continuous support and training needed to address statewide transition training
- ▶ Expectations of family members and school personnel reported lower expectations for getting a job, driver's license, living outside the home, and pursuing postsecondary education compared to students with intellectual disabilities
- ▶ A need to collect resources and strategies that work beyond compliance on the "what and how" positive post-school outcomes really occur
- ▶ A simple platform that highlights student and family friendly transition success stories and shared resources across NC

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Objectives, Activities, and Resources

DRIVER'S SEAT

Objectives, activities, and resources focused on what teachers, families, and students can do to take charge of future goals and make appropriate plans during and after high school

OBJECTIVES AND ACTIVITIES TO BEGIN IN MIDDLE SCHOOL

OBJECTIVE

Using local community resources, connect families and students to one another in various school functions.

| ACTIVITIES | RESOURCES |
|--|--|
| <ul style="list-style-type: none"> Host a transition workshop for families and students Create frequent opportunities for family involvement in the classroom and community Connect current families with experienced families that have recently completed school and are working or living in their communities Connect families to help mentor each other in learning about the life-long benefits of expanding opportunities and encouraging new interests and activities in their sons or daughters Communicate with families and students at least once a month about the future and help them identify future life goals | <p>Central Directory of Resources</p> <p>Exceptional Children's Assistance Center - Parent to Parent</p> <p>6th Grade Orientation Example</p> <p>Connecting Families</p> |

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For Middle and High Schools

OBJECTIVE

Broad in MS

With help from your teacher and family, attend and lead your IEP meetings.

| ACTIVITIES | RESOURCES |
|---|--|
| <ul style="list-style-type: none"> Go to your IEP meeting In the IEP meeting, talk about what you like and want to do Lead your IEP meetings | <p>Module and Resources on Student Led IEP Meeting</p> <p>A Student's Guide to the IEP</p> <p>It's All About You! Get to Know Your IEP</p> |

OBJECTIVE

Specific in HS

With help from your teacher and family, attend and lead your IEP meetings.

| ACTIVITIES | RESOURCES |
|---|---|
| <ul style="list-style-type: none"> Go to your IEP meeting Attend your IEP meetings and talk about what you like and want to do Lead your IEP meetings Make a plan to be independent Help write your Summary of Performance (SOP) in your IEP | <p>Module and Resources on Student Led IEP Meeting</p> <p>A Student's Guide to the IEP</p> <p>It's All About You! Get to Know Your IEP</p> <p>Helping Write Your Summary of Performance</p> |

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Resources Organized by Domain

Road to Work

Accepted Documents for Employment

Child Labor in Nonagricultural Occupations in North Carolina

College Board: Planning Your Career Lessons

Goal: Filling out a Job Application

The Job Center: Learning About Work

How to Create a Winning Video Resume

It's Your Career Video

It's Your Career-How you can prepare for career success

My Career Island

Practice Job Applications

Procedure for Obtaining a Youth Employment Certificate

Teaching Soft Skills Through Workplace Simulation Classroom Settings (PDF)

Using Job Shadowing to Explore the World of Work (PDF)

Video Resume Example (Michael Kozicki)

Your Employment Selections (YES!)

Road to College

Advice from College Students (videos)

College Foundation of North Carolina

Differences between High School and College

Postsecondary Education Opportunities in North Carolina for Students

with Intellectual Disabilities

Think College

Why go to College? (student video)

Road to Community Living

A Consumer Guide to NC Medicaid

Budget Worksheet

Community Resource Mapping Guide

Exploring Transportation

How to Vote in North Carolina

Living Independently Activity

My Social Life Island

NC Department of Public Transportation

NC Drivers Education

NC Drivers Education for Teens

NC Section 8 and Public Housing

NC Voter Registration

Personal Care, Hygiene, and Grooming Guidelines

Ready, Set, Fly!- A Parent's Guide to Teaching Life Skills

Social Skill Development Activities

SPEAK UP! GUIDE: Are You Ready to Manage Your Own Health Care? (PDF) Chapter 1- Pages 40-43

The Community Center: How to Get Involved

Things I Do for Good Hygiene

Transportation Needs Assessment PRO-ED

US Election Assistance Commission Resources for Voters with Disabilities

VISA Practical Money Skills for Life: Financial Literacy Games

VISA Practical Money Skills for Life: Games in the Classroom

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Video Success Stories (60+)

RTLE *ROADS TO LEARNING AND EARNING*

Home Getting Started About Students Families Teachers Partners Success Stories Resources Contact

SUCCESS STORIES

RTLE videos contain stories from across North Carolina. These film clips demonstrate how students with intellectual disabilities incorporate the five domains (Road to Work, Road to College, Road to Community Living, Taking it for a SPIN, Driver's Seat) into their lives as they transition from high school.

Featured Videos

Zach Barton Video Resume Casey's Parent's Interview Shannon Plammons Road to Community Living

New Videos

Andi's Parent Interview Road to College David's Assistive Technology Andi's Parent Interview Driver's License

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Parent Interview: Road to College

<https://www.youtube.com/watch?v=jb0550xHNQQ>

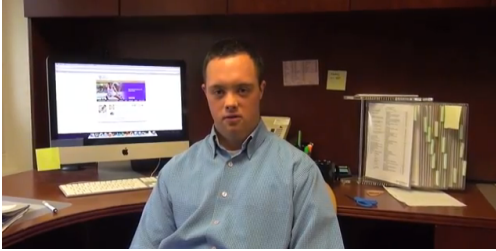
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Teacher Interview: Road to Community Living

<https://www.youtube.com/watch?v=avZiuCXOuBY#t=13>

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Student Video Resume: Road to Work



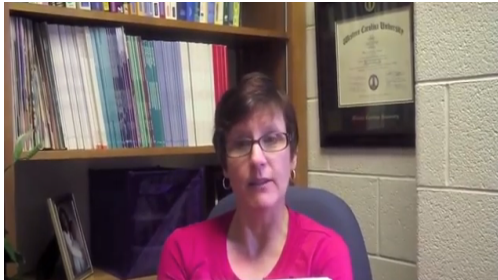
https://www.youtube.com/watch?v=Vrz29n8kG_0&list=PLhM6bS46EjTjDbjb9C5ikHnoQ29ec7a9G&index=10




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Parent to Parent Mentoring



<https://www.youtube.com/watch?v=TCRSGmSQ4i8>



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Online Resources



College Options for People with Intellectual Disabilities

Google Custom Search

HOME
PUBLICATIONS
TRAINING
TOPICS
ABOUT
CONTACT

For Students

Why Go

Advice From College Students

Think College Island

Find a College

Home > Publications > Why Go

Why go to college?



MP_04_105

Mike, student

0:00 / 1:04


Print view

People go to college for lots of reasons. Some people want to get a job that requires a college education. Other people go to college because they're not sure what to do next and figure taking classes might help them sort out what to do with their lives. There are some people who go to college because everyone else they know is going and still others go initially to meet new people. Finally, some people go to college because they

Planning Templates

Academic Roadmap

Who am I? (Describe self: skills, strengths, personality)



Who will I be? Future me.

ACADEMICS

Interests & Curiosities & Hobbies

Skills Desired

Careers & Jobs

By the time I leave ...

- I want to know/ be able to...
- I want to prove to others...

How will people remember me?

Community Guides

Catawba County Agency Program Information

| Job Skills and Education | |
|--|---|
| <p>ARC of Concord</p> <p>3305 15th Ave SE #15, Conover, NC 28613</p> <p>(704) 883-8084</p> <p>http://www.arconc.org/</p> | <p>Services Include:</p> <ul style="list-style-type: none"> *Support, protection, accommodation, and community involvement. *State Funded Services *Choices *First in families (flexible family support) *Housing resource services/housing development *Life plan trust (future planning) *LIFE guardianship *Property and Assessment Management *Supported Employment *Community Guide |
| <p>Career Connections Center</p> <p>3301 Highway 70, SE, Newton NC</p> <p>(828) 466-5596</p> <p>http://www.goodwillmnc.org/trainingCenters.cfm</p> <p>connections@goodwillmnc.org</p> | <p>Services Include:</p> <ul style="list-style-type: none"> *Help job seekers secure employment *Skills assessments *Career counseling *Resume and cover letter writing *Assistance with applications *Computers with high-speed internet access *Interview simulations |
| <p>CNC Access, INC BDA ResCare Homecare</p> <p>Mike Penland - Executive Director mike.penland@rescare.com</p> <p>301 10th St NW Suite F106 Conover, NC 28613</p> <p>(828) 466-4023</p> <p>http://www.rescare.com/</p> | <p>Services Include:</p> <ul style="list-style-type: none"> *Residential Services- Community living, signature services, signature Quality and Training Programs, Rest Assured Telecare, Supported Employment. *Spontaneous Services *Education & Training Services *Pharmacy Services |

Lesson Plan Resources

Road to Learning and Earning Lesson Plan

Topic/Title of Plan: _____

Lesson Developed By: _____

School: _____

| | |
|---|--|
| Objective Being Taught | |
| RTLE Matrix Objective | |
| Student Audience/Length | |
| Materials/Resources Needed | |
| Teaching Procedure | |
| Check for Understanding and Assessment of Lesson | |
| Wrap Up/Review | |

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| Roads to Learning and Earning | |
|--|---|
| Lesson Plan | |
| Lesson Topic: Uh Oh! | Lesson Developed By: Rhonda Davis School: Robbinsville High School |
| Objective Being Taught | Using classroom and community based experiences, show or explore with students different job opportunities based on their interest |
| Student Audience/Length | OCS/High School Students/1-2 days |
| Materials/Resources Needed | Poster board, markers |
| Teaching Procedure | In small groups, students will be instructed to compile a list of possible "uh OH's" in the work setting such as : being late, missing work, not working fast enough, poor quality work, excessive talking, etc. Students will turn in their list of "uh OH's " to the classroom teacher. The classroom teacher will then assign each group one or two infractions on the list. Each group will then take turns being the supervisors as the other students take turns being called to the office to explain why they are doing his or her job incorrectly. All students should have a turn being an employee and a supervisor. Other students will be observers and should take notes about what they see. |
| Check for Understanding and Assessment of Lesson | Students will then go back into their groups and using poster board and markers, make two columns, one for possible "uh OH's" and the other ways to keep these from happening. When finished, students will share with the rest of the class. |
| Wrap Up/Review | As a group students will discuss the responsibilities of doing a good job as an employee. |

| Roads to Learning and Earning | |
|--|--|
| Lesson Plan | |
| Lesson Topic: Who You Gonna Call? | Lesson Developed By: Rhonda Davis School: Robbinsville High School |
| Objective Being Taught | By reviewing functional life skill resources, provide students and families with skills for living as independently as possible in the community |
| Student Audience/Length | OCS/High School Students/1-2 hours |
| Materials/Resources Needed | Poster Board, markers, phone book |
| Teaching Procedure | In small groups students will be instructed to brainstorm different scenarios requiring a professional (EMS, Police, Plumber, Electrician, etc.). Students will make three columns on each group's poster board: Column I- service needed; Column II-Possible Providers; Column III-Phone numbers for area providers. Students will use the phone book's yellow pages to find area professionals and their phone numbers. When complete, each group will present their posters to the rest of the class. |
| Check for Understanding and Assessment of Lesson | Discussion: What might happen if professionals are not called? What possible outcomes would there be if someone other than a professional tries to take care of the problem? |
| Wrap Up/Review | What situations have students already experienced and what can they share about the sequence of events? |

How Can You Help Us?

We NEED Videos and Lesson Plans


- Past and present students with ID who are employed, attending PSE programs, and/or living independently.
(Talking about their job, school, independent living and how they became successful)
- Community service providers explaining eligibility and what services their agencies provide
- Expert teachers in North Carolina explaining how to complete Secondary Transition Component of IEP for compliance, as well as providing resources used that have a direct impact on postsecondary and employment goals/ outcomes





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Questions and Discussion








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